

# New York State School Report Card Comprehensive Information Report

BEDS Code: 03-16-01-06-0051  
 Name: Vestal Senior High School  
 Principal: Catherine Hepler

Grade Range : 9-12

## Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
Pre-K	0	0	0
Kindergarten	0	0	0
First	0	0	0
Second	0	0	0
Third	0	0	0
Fourth	0	0	0
Fifth	0	0	0
Sixth	0	0	0
Ungraded Elementary	0	0	0
Seventh	0	0	0
Eighth	0	0	0
Ninth	365	344	409
Tenth	353	353	298
Eleventh	300	349	321
Twelfth	291	303	330
Ungraded Secondary	0	0	0
Total K-12 Enrollment	1309	1349	1358

## Student Racial/Ethnic Origin

Race/Ethnicity	2000–2001		2001–2002		2002–2003	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	58	4.4%	66	4.9%	72	5.3%
Black (Not Hispanic)	25	1.9%	34	2.5%	42	3.1%
Hispanic	15	1.1%	23	1.7%	20	1.5%
White (Not Hispanic)	1211	92.5%	1226	90.9%	1224	90.1%

## Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	0	0	0
Mathematics Grade 8	0	0	0
Science Grade 8	0	0	0
Social Studies Grade 8	0	0	0
English Grade 10	23	22	21
Mathematics Grade 10	21	20	20
Science Grade 10	21	20	22
Social Studies Grade 10	21	21	21

(Form – A)

### District Need to Resource Capacity Category

N/RC Category	Description
5	This is a school district with average student needs in relation to district resource capacity.

### Similar School Group and Description

Similar School Group	Description
49	All schools in this group are secondary level schools in school districts with average student needs in relation to district resource capacity. The schools in this group are in the lower range of student needs for secondary level schools in these districts.

All schools within the same N/RC category are divided into three similar school groups defined by the percentage of students in the school who are eligible for the free-lunch program and/or who are limited English proficient (also known as English language learners).

### Student Demographics Used To Determine Similar Schools Group

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	4	0.3%	11	0.8%	5	0.4%
Eligible for Free Lunch	26	2.0%	33	2.5%	28	2.1%

### Attendance and Suspension

	1999–2000		2000–2001		2001–2002	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		94.9%		94.9%		94.9%
Student Suspensions	82	6.2%	39	3.0%	46	3.4%

### Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	1.2%	1.3%	1.9%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	99%	96%	94%

### Staff Counts

Staff	2002–2003
Total Teachers	101
Total Other Professional Staff	13
Total Paraprofessionals	NA
Teaching Out of Certification*	5
Teachers with Temporary Licenses	0

\*Teaching out of certification more than on an incidental basis. Teachers with temporary licenses are also counted as teaching out of certification.

(Form – B)

# High School Graduates and Noncompleters

## High School Graduates Earning Regents Diplomas\*

	2000–2001			2001–2002			2002–2003		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	271	206	76%	289	219	76%	293	242	83%
Students with Disabilities	7	2	29%	7	4	57%	23	10	43%
All Students	278	208	75%	296	223	75%	316	252	80%

\*Only students awarded local diplomas (including local diplomas with Regents endorsements) are counted as high school graduates. Because of a change in data collection procedures during the 2001–2002 school year, diploma counts and percentage of graduates earning Regents diplomas are not necessarily comparable between years. Data for the 2000-2001 school year include January, June and August 2001 graduates; data for the 2001-2002 school year include January and June 2002 graduates; data for the 2002–2003 school year include August 2002 and January and June 2003 graduates.

## Distribution of 2002–2003 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	193	95	4	6	5	13
Percent	61%	30%	1%	2%	2%	4%

## Number of High School Completers with Disabilities in 2002–2003

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2002–2003 Completers (a+c)
23	10	4	27

\*Local Diplomas (including local diplomas with Regents endorsements)

## High School Noncompletion Rates

		2000–2001		2001–2002		2002–2003	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out			6		7	
	Entered GED Program*			0		5	
	Total Noncompleters			6		12	
Students with Disabilities	Dropped Out			1		0	
	Entered GED Program*			0		6	
	Total Noncompleters			1		6	
All Students	Dropped Out	11	0.8%	7	0.5%	7	0.5%
	Entered GED Program*	6	0.5%	0	0.0%	11	0.8%
	Total Noncompleters	17	1.3%	7	0.5%	18	1.3%

\*The number and percentage of students who left K-12, diploma-bound systems and entered an alternative program leading to a high school equivalency diploma.

(Form – C)

# Career Development and Occupational Studies (CDOS)

## Percentage of Students Documenting Self- and Career-Awareness Information and Career Exploration Activities, K-3

Grades	2000-01	2001-02	2002-03
K-1		0%	0%
2-3		0%	0%

## Students Developing a Career Plan, 4-12

Grades		2000-01	2001-02	2002-03
4-5	Number of General-Education Students		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
6-8	Number of General-Education Students		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
9-12	Number of General-Education Students		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%

## Second Language Proficiency Examinations

### General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	72	99%	1	#
German	0	0%	38	97%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	207	93%	0	0%

### Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	0	0%	0	0%

(Form-D)

# Regents Competency Tests

## General-Education Students

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	1	#	0	0%	1	#
Science	2	#	0	0%	1	#
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	20	50%	0	0%	0	0%
U.S. Hist & Gov't	10	80%	0	0%	0	0%

## Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	9	89%	0	0%	23	96%
Science	4	#	0	0%	7	29%
Reading	7	71%	0	0%	4	#
Writing	6	67%	0	0%	4	#
Global Studies	3	#	0	0%	15	67%
U.S. Hist & Gov't	1	#	0	0%	6	83%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	303	374	347	9	25	29
Number Scoring 55–100	297	371	342	7	22	25
Number Scoring 65–100	290	367	336	7	19	23
Number Scoring 85–100	154	275	236	0	5	7
Percentage of Tested Scoring 55–100	98%	99%	99%	78%	88%	86%
Percentage of Tested Scoring 65–100	96%	98%	97%	78%	76%	79%
Percentage of Tested Scoring 85–100	51%	74%	68%	0%	20%	24%
<b>Mathematics A</b>						
Number Tested	317	306	455	18	24	31
Number Scoring 55–100	258	210	401	9	6	16
Number Scoring 65–100	213	159	359	7	3	13
Number Scoring 85–100	120	27	130	1	1	1
Percentage of Tested Scoring 55–100	81%	69%	88%	50%	25%	52%
Percentage of Tested Scoring 65–100	67%	52%	79%	39%	12%	42%
Percentage of Tested Scoring 85–100	38%	9%	29%	6%	4%	3%
<b>Mathematics B (first administered June 2001)</b>						
Number Tested	0	20	195	0	0	7
Number Scoring 55–100	0	20	175	0	0	6
Number Scoring 65–100	0	20	150	0	0	5
Number Scoring 85–100	0	13	37	0	0	0
Percentage of Tested Scoring 55–100	0%	100%	90%	0%	0%	86%
Percentage of Tested Scoring 65–100	0%	100%	77%	0%	0%	71%
Percentage of Tested Scoring 85–100	0%	65%	19%	0%	0%	0%
<b>Global History and Geography</b>						
Number Tested	373	317	343	23	26	33
Number Scoring 55–100	370	309	321	22	22	21
Number Scoring 65–100	363	298	306	19	19	18
Number Scoring 85–100	225	139	159	5	5	3
Percentage of Tested Scoring 55–100	99%	97%	94%	96%	85%	64%
Percentage of Tested Scoring 65–100	97%	94%	89%	83%	73%	55%
Percentage of Tested Scoring 85–100	60%	44%	46%	22%	19%	9%
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	289	342	306	5	19	22
Number Scoring 55–100	282	338	304	4	18	21
Number Scoring 65–100	270	320	297	3	15	18
Number Scoring 85–100	170	173	174	3	5	5
Percentage of Tested Scoring 55–100	98%	99%	99%	80%	95%	95%
Percentage of Tested Scoring 65–100	93%	94%	97%	60%	79%	82%
Percentage of Tested Scoring 85–100	59%	51%	57%	60%	26%	23%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Living Environment (first administered June 2001)</b>						
Number Tested	349	300	328	22	25	27
Number Scoring 55–100	347	300	320	20	25	26
Number Scoring 65–100	340	297	316	17	22	23
Number Scoring 85–100	161	149	164	4	6	6
Percentage of Tested Scoring 55–100	99%	100%	98%	91%	100%	96%
Percentage of Tested Scoring 65–100	97%	99%	96%	77%	88%	85%
Percentage of Tested Scoring 85–100	46%	50%	50%	18%	24%	22%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	226	308	275	13	15	27
Number Scoring 55–100	222	303	256	12	13	19
Number Scoring 65–100	207	295	241	12	13	16
Number Scoring 85–100	87	169	123	3	5	2
Percentage of Tested Scoring 55–100	98%	98%	93%	92%	87%	70%
Percentage of Tested Scoring 65–100	92%	96%	88%	92%	87%	59%
Percentage of Tested Scoring 85–100	38%	55%	45%	23%	33%	7%
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		219	222		9	8
Number Scoring 55–100		217	218		9	8
Number Scoring 65–100		189	187		5	5
Number Scoring 85–100		38	45		2	0
Percentage of Tested Scoring 55–100		99%	98%		100%	100%
Percentage of Tested Scoring 65–100		86%	84%		56%	62%
Percentage of Tested Scoring 85–100		17%	20%		22%	0%
<b>Physical Setting/Physics (first administered June 2002)*</b>						
Number Tested						
Number Scoring 55–100						
Number Scoring 65–100						
Number Scoring 85–100						
Percentage of Tested Scoring 55–100						
Percentage of Tested Scoring 65–100						
Percentage of Tested Scoring 85–100						

\* Physical Setting/Physics results are not included in the report card because the Department is issuing a new conversion chart for this assessment. Data currently available to the Department are based on the original conversion chart for the assessment.  
(Form – G)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive French</b>						
Number Tested	76	70	70	1	1	1
Number Scoring 55–100	75	69	69	#	#	#
Number Scoring 65–100	73	63	66	#	#	#
Number Scoring 85–100	43	23	35	#	#	#
Percentage of Tested Scoring 55–100	99%	99%	99%	#	#	#
Percentage of Tested Scoring 65–100	96%	90%	94%	#	#	#
Percentage of Tested Scoring 85–100	57%	33%	50%	#	#	#
<b>Comprehensive Italian</b>						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
<b>Comprehensive German</b>						
Number Tested	29	29	32	1	0	1
Number Scoring 55–100	29	28	31	#	0	#
Number Scoring 65–100	25	22	28	#	0	#
Number Scoring 85–100	10	12	14	#	0	#
Percentage of Tested Scoring 55–100	100%	97%	97%	#	0%	#
Percentage of Tested Scoring 65–100	86%	76%	88%	#	0%	#
Percentage of Tested Scoring 85–100	34%	41%	44%	#	0%	#
<b>Comprehensive Hebrew</b>						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
<b>Comprehensive Spanish</b>						
Number Tested	175	152	135	2	2	3
Number Scoring 55–100	170	148	132	#	#	#
Number Scoring 65–100	159	146	130	#	#	#
Number Scoring 85–100	93	92	86	#	#	#
Percentage of Tested Scoring 55–100	97%	97%	98%	#	#	#
Percentage of Tested Scoring 65–100	91%	96%	96%	#	#	#
Percentage of Tested Scoring 85–100	53%	61%	64%	#	#	#
<b>Comprehensive Latin</b>						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%

(Form – H)



# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Sequential Mathematics, Course II (last administered January 2003)</b>						
Number Tested	311	18	20	14	0	3
Number Scoring 55–100	273	13	11	10	0	#
Number Scoring 65–100	241	8	9	10	0	#
Number Scoring 85–100	80	1	1	0	0	#
Percentage of Tested Scoring 55–100	88%	72%	55%	71%	0%	#
Percentage of Tested Scoring 65–100	77%	44%	45%	71%	0%	#
Percentage of Tested Scoring 85–100	26%	6%	5%	0%	0%	#
<b>Sequential Mathematics, Course III</b>						
Number Tested	287	183	52	2	7	5
Number Scoring 55–100	259	151	38	#	6	2
Number Scoring 65–100	240	132	30	#	4	0
Number Scoring 85–100	117	50	5	#	0	0
Percentage of Tested Scoring 55–100	90%	83%	73%	#	86%	40%
Percentage of Tested Scoring 65–100	84%	72%	58%	#	57%	0%
Percentage of Tested Scoring 85–100	41%	27%	10%	#	0%	0%

(Form – I)

## Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	28	96%	0	0%	32	88%
Students with Disabilities	7	100%	0	0%	12	92%

On school reports, 2000–2001 and 2001–2002 data are for all students with disabilities enrolled in the school. District reports contain data for all students with disabilities enrolled in the district for the 2000–2001, 2001–2002, and 2002–2003 school years.

### Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>Nov 2002</b>	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

### Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>June 2003</b>	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

(Form – J)

# New York State Alternate Assessments (NYSAA) 2002–2003

Test	Count of Students					
	Tested	Not Tested	Level 1	Level 2	Level 3	Level 4
<b>Elementary Level</b>						
Social Studies	0	0	0	0	0	0
<b>Middle Level</b>						
Social Studies	0	0	0	0	0	0
<b>Secondary Level</b>						
English Language Arts	0	0	0	0	0	0
Social Studies	0	0	0	0	0	0
Mathematics	0	0	0	0	0	0
Science	0	0	0	0	0	0

## 1999 Cohort Performance on Regents Examinations after Four Years

	General-Education Students			Students with Disabilities			All Students		
	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science
Cohort Enrollment	308	308	308	32	32	32	340	340	340
Number Scoring 55–64	1	10	3	5	3	2	6	13	5
Number Scoring 65–84	117	130	125	11	10	15	128	140	140
Number Scoring 85–100	183	161	177	8	8	9	191	169	186
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)